DRA 2 Comprehension Assessment in condensed form: **Animals Can Help Level 28**

**Before Reading the Book: The teacher reads aloud the prompts/questions and records the student’s responses on this BEFORE reading.**

1. **Predictions:** Open the book to the title and table of contents page. What are 3 predictions you think may be answered as you read this book?

1. **Nonfiction Text features:** Turn to page 2. Why do you think the author put a heading at the top of this page?
2. Turn to the web on page 15. What does this web show you?

Take a running record on the specified portion of the text then allow the student to read silently the remainder of the book.

**After Reading the Book: The teacher reads loud the prompts/questions and records the student’s responses after reading the entire text silently.**

1. **Summary:** Write 2 important facts in your own words for each heading. You may use the book to help you.

Animal Helpers

Service Animals

Dogs

Monkeys

Horses

1. **Literal Comprehension:**

List 2 ways animals help in hospitals and nursing homes.

1. **Interpretation:**

Why do you think a dog must be trained before it can help someone who cannot see?

1. **Reflection:**

What do you think is the most important thing you learned from reading this book?

Tell why you think it is important.

 **If students are writing their own responses to the above questions: “**Reread what you have written to

 make sure your answers are the way you want them before you hand in your work.” Teacher then

rereads student responses and probes for any answer with limited response – checking to see if comprehension is in place while writing skills may be weak.

DRA 2 Comprehension Assessment in condensed form: **From Peanuts to Peanut Butter Level 28**

**Before Reading the Book: The teacher reads aloud the prompts/questions and records the student’s responses on this BEFORE reading this page only.**

1. **Questioning/Predicting:** Open the book to the title and table of contents page. What are 3 questions you think may be answered as you read this book?

1. **Nonfiction Text features:** Turn to page 4. Why do you think the author put a heading at the top of this page?
2. Now read the map, and tell me what it shows you.

**After Reading the Book:**

1. **Summary:** Write 2 important facts in your own words for each heading. You may use the book to help you.

Growing Peanuts

Gathering Peanuts

Making Peanut Butter

Peanut Butter Treats

1. **Literal Comprehension:**

List 2 reasons that most peanuts are grown in the southern part of the United States.

Peanuts grow well in the South because….

1. **Interpretation:**

Why do you think people use machines to gather peanuts and make peanut butter?

1. **Reflection:**

What do you think is the most important thing you learned from reading this book?

Tell why you think it is important.

 **If students are writing their own responses to the above questions: “**Reread what you have written to

 make sure your answers are the way you want them before you hand in your work.” Teacher then

 rereads student responses and probes for any answer with limited response to see if comprehension is

 in place while writing skills may be weak.

DRA 2 Comprehension Assessment in condensed form: **Missing Sneakers Level 28**

**Before Reading the Book:**

**The teacher reads aloud the prompts/questions and records the student’s responses on this AFTER reading orally and BEFORE reading silently.**

1. **Text Features:** Think about the title, the pictures you have seen, and what you have read so far. Tell me what you know about Sara and Sneakers.

Sara:

Sneakers:

1. **Predicting:** What are 3 things you think might happen in the rest of this story?

**After Reading the Book:**

1. **Summary:** Write a summary of this story in your own words. Include the important characters, events, and details. You may use the book and the words below to help you write your summary.

In the beginning,

Next,

Then,

After that,

In the end,

1. **Literal Comprehension:**

List 2 places where Sara looked for Sneakers.

1. **Interpretation:**

What do you think Sara learned?

1. **Reflection:**

What do you think is the most important event in this story?

Tell why you think it is important.

 **If students are writing their own responses to the above questions: “**Reread what you have written to

 make sure your answers are the way you want them before you hand in your work.” Teacher then

 rereads student responses and probes for any answer with limited response to see if comprehension is

 in place while writing skills may be weak.

DRA 2 Comprehension Assessment in condensed form: **You Don’t Look Beautiful to Me Level 28**

**Before Reading the Book:**

**The teacher reads aloud the prompts/questions and records the student’s responses on this BEFORE silent reading (after oral reading).**

1. **Text Features:** Think about the title, the pictures, and what you have read so far. Tell me what you know about Little Skunk and Little Rabbit.

Little Skunk:

Little Rabbit:

1. **Prediction:**  What are 3 things you think might happen in the rest of this story?

**After Reading the Book:**

1. **Summary:** Write a summary of this story in your own words. Include the important characters, events, and details. You may use the book and the words below to help you write your summary.

In the beginning,

Next,

Then,

After that,

In the end,

1. **Literal Comprehension:**

List 2 reasons why Little Deer did not think Little Skunk was beautiful.

1. **Interpretation:**

What do you think Little Skunk learned?

1. **Reflection:**

What do you think is the most important event in this story?

Tell why you think it is important.

 **If students are writing their own responses to the above questions: “**Reread what you have written to

 make sure your answers are the way you want them before you hand in your work.” Teacher then

 rereads student responses and probes for any answer with limited response to see if comprehension is

 in place while writing skills may be weak.

DRA 2 Comprehension Assessment in condensed form: **Busy Helpers Level 30**

**Before Reading the Book:**

**The teacher reads aloud the prompts/questions and records the student’s responses on this AFTER reading orally and BEFORE reading silently.**

1. **Text Features:** Think about the title, the pictures, and what you have read so far. Tell me what you know about Pedro and Ann.

Pedro:

Ann:

1. **Prediction:**  What are 3 things you think might happen in the rest of this story?

**After Reading the Book:**

1. **Summary:** Write a summary of this story in your own words. Include the important characters, events, and details. You may use the book and the words below to help you write your summary.

In the beginning,

Next,

Then,

After that,

In the end,

1. **Literal Comprehension:**

List 3 ways that Pedro and Ann helped Miss Clark.

1. **Interpretation:**

Why do you think Miss Clark said to Pedro and Ann that they would do better next time?

1. **Reflection:**

What do you think is the most important event in this story?

Tell why you think it is important.

 **If students are writing their own responses to the above questions: “**Reread what you have written to

 make sure your answers are the way you want them before you hand in your work.” Teacher then

 rereads student responses and probes for any answer with limited response to see if comprehension is

 in place while writing skills may be weak.

DRA 2 Comprehension Assessment in condensed form: **Tiger’s Whirlwind Day Level 30**

**Before Reading the Book:**

**The teacher reads aloud the prompts/questions and records the student’s responses on this AFTER oral reading and BEFORE reading silently.**

1. **Text Features:** Think about the title, the pictures you have seen, and what you have read so far. Tell me what you know about Karla and Tiger.

Carla:

Tiger:

1. **Prediction:**  What are 3 things you think might happen in the rest of this story?

**After Reading the Book:**

1. **Summary:** Write a summary of this story in your own words. Include the important characters, events, and details. You may use the book and the words below to help you write your summary.

In the beginning,

Next,

Then,

After that,

In the end,

1. **Literal Comprehension:**

List 3 things that happened when something crashed against Karla’s house during the storm.

 The crash caused…

1. **Interpretation:**

Why do you think Karla and Tiger had a whirlwind day?

1. **Reflection:**

What do you think is the most important event in this story?

Tell why you think it is important.

 **If students are writing their own responses to the above questions: “**Reread what you have written to

 make sure your answers are the way you want them before you hand in your work.” Teacher then

 rereads student responses and probes for any answer with limited response to see if comprehension is

 in place while writing skills may be weak.

DRA 2 Comprehension Assessment in condensed form: **The Mystery at the Mays’ House Level 34**

**Before Reading the Book:**

**The teacher reads aloud the prompts/questions and records the student’s responses on this AFTER oral reading and BEFORE reading silently.**

1. **Text Features:** Think about the title, the pictures you have seen, and what you have read so far. Tell me what you know about Zoe and Sam.

Zoe:

Sam:

1. **Prediction:**  What are 3 things you think might happen in the rest of this story?

**After Reading the Book:**

1. **Summary:** Write a summary of this story in your own words. Include the important characters, events, and details. You may use the book and the words below to help you write your summary.

In the beginning,

Next,

Then,

After that,

In the end,

1. **Literal Comprehension:**

List 2 things that Zoe and Sam were each missing.

Zoe:

Sam:

1. **Interpretation:**

Why do you think Sam and Zoe did not suspect the cat?

1. **Reflection:**

What do you think is the most important event in this story?

Tell why you think it is important.

 **If students are writing their own responses to the above questions: “**Reread what you have written to

 make sure your answers are the way you want them before you hand in your work.” Teacher then

 rereads student responses and probes for any answer with limited response to see if comprehension is

 in place while writing skills may be weak.

DRA 2 Comprehension Assessment in condensed form: **Summer Discovery Level 34**

**Before Reading the Book:**

**The teacher reads aloud the prompts/questions and records the student’s responses on this AFTER oral reading and BEFORE reading silently.**

1. **Text Features:** Think about the title, the pictures you have seen, and what you have read so far. Tell me what you know about Noah and his mom.

Noah:

Noah’s Mom:

1. **Prediction:**  What are 3 things you think might happen in the rest of this story?

**After Reading the Book:**

1. **Summary:** Write a summary of this story in your own words. Include the important characters, events, and details. You may use the book and the words below to help you write your summary.

In the beginning,

Next,

Then,

After that,

In the end,

1. **Literal Comprehension:**

List 3 things that Noah thought about the detective stories Gramps found in the attic:

1. **Interpretation:**

Why do you think Noah learned?

1. **Reflection:**

What do you think is the most important event in this story?

Tell why you think it is important.

 **If students are writing their own responses to the above questions: “**Reread what you have written to

 make sure your answers are the way you want them before you hand in your work.” Teacher then

 rereads student responses and probes for any answer with limited response to see if comprehension is

 in place while writing skills may be weak.

DRA 2 Comprehension Assessment in condensed form: **Mae Jemison Level 38**

**Before Reading the Book:**

**The teacher reads aloud the prompts/questions and records the student’s responses on this BEFORE reading orally or silently.**

1. **Prediction:** Open the book to the title and table of contents page. What are 3 questions you think may be answered as you read this book?

1. **Nonfiction Text features:** Turn to page 4. Read the map and tell me what this map shows you.

Turn to the glossary. What does the word *degree* mean in this book?

**After Reading the Book:**

1. **Summary:** Write 2 important facts in your own words for each heading. You may use the book to help you.

Mae’s Childhood

Mae as a Young Woman

Mae’s Space Training

Mae’s First Flight in Space

In the Spacelab

A Dream Come True

1. **Literal Comprehension:**

List 3 things that Mae learned to do in the astronaut training program.

1. **Interpretation:**

Why do you think Mae wanted to be an astronaut?

1. **Reflection:**

What do you think is the most important thing you learned from reading this book?

Tell why you think it is important.

 **If students are writing their own responses to the above questions: “**Reread what you have written to

 make sure your answers are the way you want them before you hand in your work.” Teacher then

 rereads student responses and probes for any answer with limited response to see if comprehension is

 in place while writing skills may be weak.

DRA 2 Comprehension Assessment in condensed form: **Slammin’ Sammy Level 38**

**Before Reading the Book:**

**The teacher reads aloud the prompts/questions and records the student’s responses on this BEFORE reading orally or silently.**

1. **Prediction:** Open the book to the title and table of contents page. What are 3 questions you think may be answered as you read this book?

1. **Nonfiction Text features**: Turn to page 13. Read the graph, and tell me what this graph shows you.

Turn to the glossary. What does the word *scouts* mean in this book?

**After Reading the Book:**

1. **Summary:** Write 2 important facts in your own words for each heading. You may use the book to help you.

Sammyas a Boy

Sammy Tries Out for a Baseball Team

Sammy Begins to Hit Home Runs

The Great Home Run Race

A Hero on and off the Field

1. **Literal Comprehension:** List 3 things that Sammy used to play baseball when he was a young boy.

Sammy used…

1. **Interpretation:**

Why do you think Sammy wants to help the people in his home country?

1. **Reflection:**

What do you think is the most important thing you learned from reading this book?

Tell why you think it is important.

 **If students are writing their own responses to the above questions: “**Reread what you have written to

 make sure your answers are the way you want them before you hand in your work.” Teacher then

 rereads student responses and probes for any answer with limited response to see if comprehension is

 in place while writing skills may be weak.

DRA 2 Comprehension Assessment in condensed form: **A Trip Through Time Level 38**

**Before Reading the Book:**

**The teacher reads aloud the prompts/questions and records the student’s responses on this AFTER oral reading and BEFORE reading silently.**

1. **Text Features:** Think about the title, the pictures you have seen, and what you have read so far. Tell me what you know about Rosa and Hector.

Rosa:

Hector:

1. **Prediction:**  What are 3 things you think might happen in the rest of this story?

**After Reading the Book:**

1. **Summary:** Write a summary of this story in your own words. Include the important characters, events, and details. You may use the book and the words below to help you write your summary.

In the beginning,

Next,

Then,

After that,

In the end,

1. **Literal Comprehension:**

List 3 things Rosa and Hector saw in the shed when they returned to their own time.

Rosa and Hector saw…

1. **Interpretation:**

At the end of the story, why do you think Rosa and Hector felt it was going to be the most fun two weeks they’d ever spent?

1. **Reflection:**

What do you think is the most important event in this story?

Tell why you think it is important.

 **If students are writing their own responses to the above questions: “**Reread what you have written to

 make sure your answers are the way you want them before you hand in your work.” Teacher then

 rereads student responses and probes for any answer with limited response to see if comprehension is

 in place while writing skills may be weak.

DRA 2 Comprehension Assessment in condensed form: **Trouble at the Beaver Pond Level 38**

**Before Reading the Book:**

**The teacher reads aloud the prompts/questions and records the student’s responses on this AFTER oral reading and BEFORE reading silently.**

1. **Text Features:** Think about the title, the pictures you have seen, and what you have read so far. Tell me what you know about the mother beaver and her kits.

Mother Beaver:

Kits:

1. **Prediction:**  What are 3 things you think might happen in the rest of this story?

**After Reading the Book:**

1. **Summary:** Write a summary of this story in your own words. Include the important characters, events, and details. You may use the book and the words below to help you write your summary.

In the beginning,

Next,

Then,

After that,

In the end,

1. **Literal Comprehension:**

List 3 ways the bear was described:

1. **Interpretation:**

At the end of the story, why wouldn’t the mother beaver let the kits go more than a few feet from the water?

1. **Reflection:**

What do you think is the most important event in this story?

Tell why you think it is important.

 **If students are writing their own responses to the above questions: “**Reread what you have written to

 make sure your answers are the way you want them before you hand in your work.” Teacher then

 rereads student responses and probes for any answer with limited response to see if comprehension is

 in place while writing skills may be weak.

DRA 2 Comprehension Assessment in condensed form: **All the Way Under Level 40**

**Before Reading the Book:**

**The teacher reads aloud the prompts/questions and records the student’s responses on this AFTER oral reading and BEFORE reading silently.**

1. **Questions:** List 3 questions that you had while reading the first part of this story.
2. **Predictions:** What are 3 things you think might happen in the rest of this story?

**After Reading the Book:**

1. **Summary:** Write a summary of this story in your own words. Include the important characters, events, and details from the beginning, middle, and end of the story. You may use the book to help you write your summary.
2. **Literal Comprehension:**

List 3 things you know about Sonya.

1. **Interpretation:**

How did Sonya’s feeling about being at the beach change in this story?

1. **Reflection:**

What do you think is the most important event in this story?

Tell why you think it is important.

1. **Metacognitive Awareness:**

Check 1 strategy that you used to help you understand this story.

* I thought about similar experiences and stories.
* I asked myself questions as I read.
* I pictured what was happening.
* I thought about the reason why things happened.
* I understood the character’s feelings.

Give at least 2 specific examples from this story that show how you used this comprehension strategy.

**Reread what you have written to make sure your answers are the way you want them before you hand them in.**

DRA 2 Comprehension Assessment in condensed form: **The Amazing Octopus Level 40**

**Before Reading the Book:**

**The teacher reads aloud the prompts/questions and records the student’s responses on this AFTER oral reading and BEFORE reading silently.**

1. **Questions:** What questions did you have as you were reading the first part of this text?
2. **Predictions:** What do you think you will learn from reading the rest of this text?

**After Reading the Book:**

1. **Summary:** Write a summary of this story in your own words. Include the important ideas and facts from each section. You may use the book to help you write your summary.
2. **Literal Comprehension:**

List 3 facts about an octopus.

1. **Interpretation:**

What do you think would happen if there were no octopus predators in the ocean?

1. **Reflection:**

What do you think is the most important thing about octopuses?

Tell why you think it is important.

1. **Metacognitive Awareness:**

Check 1 strategy that you used to help you understand this story.

* I recalled what I know about the topic.
* I asked myself questions as I read.
* I made connections.
* I thought about the reason why things happened.
* I pictured what was happening.

Give at least 2 specific examples from this story that show how you used this comprehension strategy.

**Reread what you have written to make sure your answers are the way you want them before you hand them in.**

DRA 2 Comprehension Assessment in condensed form: **A Journey to Freedom Level 40**

**Before Reading the Book:**

**The teacher reads aloud the prompts/questions and records the student’s responses on this AFTER oral reading and BEFORE reading silently.**

1. **Questions:** List 3 questions that you had while reading the first part of this story.
2. **Predictions:** What are 3 things you think might happen in the rest of this story?

**After Reading the Book:**

1. **Summary:** Write a summary of this story in your own words. Include the important characters, events, and details from the beginning, middle, and end of the story. You may use the book to help you write your summary.
2. **Literal Comprehension:**

List 3 things you know about Jed.

1. **Interpretation:**

Why do you think Jed wanted to be an Underground Railroad conductor?

1. **Reflection:**

What do you think is the most important event in this story?

Tell why you think it is important.

1. **Metacognitive Awareness:**

Check 1 strategy that you used to help you understand this story.

* I thought about similar experiences and stories.
* I asked myself questions as I read.
* I pictured what was happening.
* I thought about the reason why things happened.
* I understood the character’s feelings.

Give at least 2 specific examples from this story that show how you used this comprehension strategy.

**Reread what you have written to make sure your answers are the way you want them before you hand them in.**

DRA 2 Comprehension Assessment in condensed form: **A Pack of Wolves Level 40**

**Before Reading the Book:**

**The teacher reads aloud the prompts/questions and records the student’s responses on this AFTER oral reading and BEFORE reading silently.**

1. **Questions:** What questions did you have as you were reading the first part of this text?
2. **Predictions:** What do you think you will learn from reading the rest of this text?

**After Reading the Book:**

1. **Summary:** Write a summary of this story in your own words. Include the important ideas and facts from each section. You may use the book to help you write your summary.
2. **Literal Comprehension:**

List 3 facts about grey wolves.

1. **Interpretation:**

Why do you think wolves are able to survive in the wild?

1. **Reflection:**

What do you think is the most important thing about gray wolves?

Tell why you think it is important.

1. **Metacognitive Awareness:**

Check 1 strategy that you used to help you understand this story.

* I recalled what I know about the topic.
* I asked myself questions as I read.
* I made connections.
* I decided what was important to remember.
* I thought about the reasons why things happened.
* I pictured what was happening.

Give at least 2 specific examples from this story that show how you used this comprehension strategy.

**Reread what you have written to make sure your answers are the way you want them before you hand them in.**